

**Leander Independent School District**  
**Laura Welch Bush Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Laura Welch Bush Elementary is a school of 818 students in the Steiner Ranch neighborhood. Each grade level averages 6 classrooms with our largest group of 4th graders having 7 classrooms. 2.1% of our students receive LEP services, 5.9% of our students receive special education services, and 29.7% of our students receive gifted and talented services through our Quest program. 1.2% of our students are economically disadvantaged. The campus employs 55 teachers, 18 paraprofessionals, 1 counselor, 1 nurse, and 2 administrators.

Special education students in the 3rd - 5th grades receive their instruction in the general education classrooms via a co-teach model. Benchmark and STAAR scores indicate that performance of this population has gone up in reading and science over the last two years but that there is a need for further improvement in writing. STAAR data shows that there is not a gap between economically disadvantaged and non-economically disadvantaged students in reading and writing, but there is a gap in science.

### Demographics Strengths

The STAAR performance of Special Education students increased significantly in reading and science.

- Reading 2013-2014 86.2%  
2014-2015 96.3%
- Science 2013-2014 53.8%  
2014-2015 71.4%

The gap between economically disadvantaged and non-economically disadvantaged students on STAAR performance decreased in Reading and Writing. A negative percentage means there is a negative gap and thus economically disadvantaged students are outperforming non-economically disadvantaged students in these two areas.

- Reading 2013-2014 -3.3%  
2014-2015 -3.4%
- Writing 2013-2014 -4.4%  
2014-2015 -6.7%

The gap between economically disadvantaged and non-economically disadvantaged students on STAAR performance decreased in Reading-Advanced performance.

- Reading - Advanced 2013-2014 13.3%  
2014-2015 6.2%

The gap between economically disadvantaged and non-economically disadvantaged students meeting standard decreased on Benchmark exams in the areas of Math, English/Language Arts, and decreased in advanced performance in Science.

- Math 2013-2014 12.5%  
2014-2015 7.2%
- ELA 2013-2014 7.3%  
2014-2015 -5.5%
- Science 2014-2015 4.1%  
2014-2015 -10.3%

### **Demographics Needs**

The STAAR performance of Special Education students decreased in Writing.

- Writing 2013-2014 90.9%  
2014-2015 66.7%

The gap between economically disadvantaged and non-economically disadvantaged students on STAAR increased in Science.

- Science 2013-2014 -16.7%  
2014-2015 15.7%

The gap between economically disadvantaged and non-economically disadvantaged students on STAAR increased in Writing-Advanced and Science-Advanced.

- Writing-Advanced 2013-2014 -46.5%  
2014-2015 19.5%
- Science-Advanced 2013-2014 -9%  
2014-2015 31.9%

# Student Achievement

## Student Achievement Summary

Student achievement is high at LWBE. Reading and writing performance continue to be areas of strength and STARR performance in science has increased over the last three years. Effective systems are in place to support struggling students and challenge high achieving and gifted students. Struggling students are identified, tracked and monitored through the RTI process, and interventions are provided through small group or one-on-one instruction. Accelerated instruction is provided through PACE and differentiation. In 2014-2015, students across the state were introduced to new math TEKS. A new math resource, Bridges in Mathematics, was implemented on the LISD elementary campuses which brought a focus on rigor and problem solving skills. Collaboration days were provided for teachers to work with other math teachers across the district to share ideas and discuss ways to implement the Bridges curriculum effectively. Student achievement in the area of math will continued to be carefully monitored and tracked over time.

## Student Achievement Strengths

- 95% of 3rd, 4th and 5th grade students met standard on the STAAR Math section
- 3rd grade students scored 97% on the STAAR Reading section
- 4th grade students scored 93% on the STARR Reading section and 93% on the STAAR Writing section
- 5th grade students scored 99% on the STAAR Reading section and 95% on the STAAR Science section
- 5th grade Science Level 3 (STAAR Advanced Performance) increased significantly over the last two years from 19% to 30%
- The percentage of students scoring at Level III Advanced Performance range is the highest in 4 years at 40.5%

## Student Achievement Needs

- The percentage of students scoring at Level III Performance in all areas is up except in the area of writing. Advanced performance in writing has decreased by 10%.

2013-2014 29.8%

2014-2015 19.3%

- The percentage of students reading at or above grade level by the end of 2nd grade is 87.3% (DRA)

## School Culture and Climate

### School Culture and Climate Summary

There is a positive school culture and climate at LWBE where laughter fills the hallways and teachers experience a high level of job satisfaction. Students feel safe inside and outside of the classroom. Emphasis is placed on accepting others by training all students on anti-bullying behaviors and C2 activities. For the second year, we have been designated as a No Place for Hate School. This means that our students have completed several activities that celebrate diversity and promote respect and have signed the "No Place for Hate Promise." Our school has one of the lowest rates of referrals for student infractions in the district, and attendance remains higher than the district average. Student health and fitness is emphasized through our PE program, student run club, and PTA food allergy committee.

### School Culture and Climate Strengths

- 98% of students feel safe in their classroom.
- 95% of student feel safe on the campus outside their classroom.
- Student attendance over the last three years: 97.1%, 97.4%, 97%
- Percentage of students with healthy BMI over the last three years for males: 88.1%, 87.1%, 88.8%
- Percentage of students with healthy BMI over the last three years for females: 92.2%, 92.5%, 92.7%
- Percentage of students with 5 or more infractions has declined over the last three years: 0.7%, 0.5%, 0.0%
- 95% of teachers strongly agree or agree that the people they work with care about their well-being
- 94.9% of teachers strongly agree or agree that they feel a sense of pride when they tell people where they work
- 92.68% of teachers strongly agree or agree that there is a feeling of community

### School Culture and Climate Needs

- Monthly fire drills, both blocked and unblocked need to be held
- Bike racks are not easily observed from inside the building - students are hanging bikes and scooters on fence
- No school-wide positive behavior support system is currently in place
- Only 62.5% of teachers strongly agree or agree that their work environment supports a balance between work and personal life
- Only 51.22% of teachers strongly agree or agree that the amount of work they are asked to do is reasonable



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, instruction and assessment used at LWBE contributes to the success of all students. With the introduction of new math TEKS and curriculum last year designed to increase rigor and develop problem-solving skills, our campus problem statement focused on applying mathematical understandings to solve authentic, multifaceted problems at varying levels of complexity. Teachers were given designated planning days to collaborate with other teachers and instructional coaches to get a better understanding of the new TEKS and curriculum. Flex groups identified by assessment data are designed to support daily interventions and enrichment activities for individual students. RTI meetings are held monthly to assess the effectiveness of the interventions and allow teachers the opportunity to collaborate with support staff. Regular PLC meetings allow teachers to work collaboratively to improve teaching skills and academic performance and to discuss student learning behaviors.

### **Curriculum, Instruction, and Assessment Strengths**

- 94.8% of students strongly agree or agree that they get the help they need when they are struggling to learn in class
- 96.2% of students strongly agree or agree that they are excited and actively participate in class learning activities
- Effective RTI process (includes representatives from each grade level, LSSP, diagnostician, dyslexia specialist, SRP teacher, administration, SCSS teacher and special education teacher).
- DRA and TPRI data wall used for planning instruction

### **Curriculum, Instruction, and Assessment Needs**

- 85.4% of students strongly agree or agree that they know their learning goals and track their progress throughout the year
- 82.5% of teachers strongly agree or agree that their students assess their progress on achieving learning targets
- 85.7% of students strongly agree or agree that they feel challenged to learn as much as they can in class
- Continued emphasis on effective implementation of the Bridges resource

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

One of the strengths of LWBE is the strong partnership that exists between students, families and staff. We have a very active volunteer base that supports a variety of PTA sponsored programs and events, multiple Watch D.O.G.S. on campus each day, and individual classroom volunteers to support student learning. LWBE also has a strong community connection with literacy partners serving students in grades 1-2, carnival sponsorships, "Mugs and Hugs" coffee provided by the local coffee shop for all staff and parents, and mentors to assist with students of need.

### **Family and Community Involvement Strengths**

- Strong volunteer base (9,829 hours logged last year)
- Watch D.O.G.S (207 Watch D.O.G.S.)
- PTA membership (466 memberships submitted to Texas PTA)
- PTA events: Fun Run, Veteran's Day Breakfast, Spring Carnival, Volunteer Luncheon)
- Literacy Partners (12 partners serving over 30 students)
- Mentors
- Insider (weekly communication from Principal)
- Weekly Newsletters from teachers
- Notebook doctor
- Spelling Bee Judges (community members)

### **Family and Community Involvement Needs**

- Parents desire to have a better understanding of how to assist their student with their academic and social-emotional needs.
- Parents desire for the campus to provide more opportunities for students to participate in community service projects.

# Technology

## Technology Summary

The use and integration of technology is a strength at LWBE. All teachers received IPADs and participated in Educate Ignite training during the 2014-2015 school year. Tech Tuesday and faculty meeting "spotlights" were provided on a regular basis for additional professional development in the area of technology. Teachers integrated new learning and technology tools such as I-station, Google classroom, Go Noodle, flipped classrooms, etc. to enhance student learning. During the 2015-2016 school year, teachers will continue to receive staff development on the new district technology template and how to integrate technology into daily lessons.

## Technology Strengths

- All teaching staff participated in Educate Ignite training
- 92.7% of the staff agree or strongly agree that the information available from our computer systems is reliable
- 90.2% of the staff agree or strongly agree that overall, our computer information systems present information in an understandable way.
- Over 50% of our students use the internet daily or more than one time a week
- Over 50% of our students use school-owned technology daily or more than one time a week

## Technology Needs

- 77.5% of the staff agree or strongly disagree that the campus uses the latest technology to communicate and interact
- Our informal campus plus/delta strongly indicated a need for more technology
- The campus plus/delta also indicated a dissatisfaction with outdated laptops

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- Teacher STaR Chart Technology Data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**


- Communications data

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase the percentage of students reading at or above grade level by the end of the year in K-5 to 90% or above. If already at 90%, increase by 1.5% annually.

**Summative Evaluation:** Baseline: 2014-2015 EOY DRA data - K- 95%, 1st grade - 93%, 2nd grade - 87%, 3rd grade - 93%, 4th grade - 91%, 5th grade - 97%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will use TPRI/DRA data to drive instruction for small group intervention/challenge groups as planned in PLC's.	Teachers, Instructional Coach, SRP Teacher, Principal and AP	DRA and TPRI scores, observe in classrooms during learning walks			
Funding Sources: 199 - General Funds					
2) Teachers will use the RTI process to track and monitor students reading below grade level by setting RTI goals, and monitoring progress while providing interventions.	Teachers, Principal/AP, RTI Committee Principal/AP	DRA and TPRI scores, progress monitoring data, DRA tracking wall			
Funding Sources: 199 - General Funds					
3) Students will begin writing responses to their guided reading once they reach DRA level 16.	Teachers, SRP Teacher, Principal and AP	Sharing and discussing student responses during PLC, RTI, and team meetings			
Funding Sources: 199 - General Funds					
4) Teachers will expose new-to-district students to DRA testing format and question stems.	Classroom teachers, SRP teacher	Sharing and discussing student responses during PLC, RTI, and team meetings			
Funding Sources: 199 - General Funds					
5) Teachers will use supplementary materials and programs such as Read Naturally and Literacy Partners to increase fluency for below level readers.	Teachers, AP, Content Mastery teachers	Read Naturally tracking data, monitor frequency of literacy partner support			
Funding Sources: 199 - General Funds					
					

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Increase the percentage of 3rd, 4th, and 5th grade students meeting Advanced Measures on the 2016 STAAR by 5% annually in the areas of Math, Reading and Writing.

**Summative Evaluation:** Baseline: 2015 STAAR math assessment data: 3rd - 26%, 4th - 36%. 5th - 47%  
 2015 STAAR reading assessment data: 3rd - 50%, 4th - 41%, 5th - 62%  
 2015 STAAR writing assessment data: 4th - 19%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will incorporate math stations in the classrooms that enrich and extend learning for advanced math students.	Teachers, IC, Principal and AP	Observation through learning walks, planning and discussion during PLC's and team meetings, STAAR results			
Funding Sources: 199 - General Funds					
2) Instructional staff will hold individual conferences with students who are close to the advanced mark to make them aware of their progress and set goals.	4th and 5th grade teachers, IC, Principal, AP	Track conferences, STAAR results			
Funding Sources: 199 - General Funds					
3) Instructional staff will use FLEX time to challenge on or above grade level readers.	Teachers, IC	Observation through learning walks, planning and discussion during PLC's and team meetings, STAAR results			
Funding Sources: 199 - General Funds					
4) Administration will provide training in using authentic literature, including nonfiction and poetry, to model good writing.	Principals, IC	Training sign in sheet, observation of application in classrooms			
Funding Sources: 199 - General Funds					
5) Teachers will provide materials to parents to assist them in working with their child.	Teachers, IC, Principal, AP, SRP teacher	Emails home, copies of resources distributed to parents			
Funding Sources: 199 - General Funds					
6) Administration will promote technology training to enhance student and teacher learning.	Principal, AP, IC, Librarian, technology teacher leader, Campus Technology Specialist	Teacher and student surveys			
Funding Sources: 199 - General Funds					
7) Administration will provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, AP, IC, Librarian, technology teacher leader, Campus Technology Specialist	Faculty meeting and team meeting agendas			
Funding Sources: 199 - General Funds					






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue



## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Increase the percentage of special education students meeting standard on 2016 STAAR Writing assessment to 70% and maintain at least 90% or higher in the areas of Reading, Math and Science.


**Summative Evaluation:** Baseline: 2015 STAAR assessment data - Reading - 93%. Math - 93%, Science - 100%, Writing - 67%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students regularly use technology (speech-to-text, spelling assistance programs) to support the writing process.	Content Mastery Teacher and SpEd tracking teacher Funding Sources: 199 - General Funds	Content Mastery log tracking technology usage			
2) Special education teachers will modify writing rubric to include visuals and simplified language.	Content Mastery Teacher and SpEd tracking teacher Funding Sources: 199 - General Funds	New writing rubric designed and used			
3) Special education teachers will use a co-teach and inclusion model in 3rd, 4th, and 5th grades to expose and support students to grade level curriculum.	Teachers and SpEd teachers Funding Sources: 199 - General Funds	IEP's and ARD meetings			
4) Teachers will continue to use Content Mastery for check-in and check-out and tutorials to increase student success.	Content Mastery Teacher, teachers Funding Sources: 199 - General Funds	Content mastery logs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** Increase percentage of students answering agree or strongly agree to 90% or more on the EOY district survey as it pertains to SLB 6 (I know my learning goals and track my progress throughout the year.)


**Summative Evaluation:** Baseline: 2014-2015 Student Survey Data - 85.4%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff will collaborate and share ideas about student goal setting and tracking progress.	Principals, IC, teachers	Faculty and team meeting agendas, teachers submit plans for goal setting and data collection			
Funding Sources: 199 - General Funds					
2) All students will set learning goals and track progress using data binders and/or I Can journals to be shared during student-led conferences.	Principals, IC	Learning walks, analyze feedback during team meetings, student led conferences			
Funding Sources: 199 - General Funds					
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** Increase the level of student engagement in discourse as indicated by a 2 on SLB Look-Fors to 85% or higher.


**Summative Evaluation:** Baseline: Spring 2015 SLB Walk-through Data - Number of 2's - 72.7%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) The faculty will focus on student engagement strategies during faculty meetings, professional development, and team meetings.	Principal, AP, IC, Quest teachers	Faculty meeting and staff development agendas			
Funding Sources: 199 - General Funds					
2) The administrators will familiarize teachers with engagement Look Fors to increase understanding.	Principal, AP, IC	Faculty meeting, staff development, team meeting agendas			
Funding Sources: 199 - General Funds					
3) The administrators will provide time for planning and collaboration to increase the level of engagement strategies used in the classroom.	Principal, AP, IC	Learning walks, PLC agendas			
Funding Sources: 199 - General Funds					
					

## Goal 4: Whole Student: Students are healthy, safe and engaged


**Performance Objective 1:** Increase the percentage of students responding "strongly agree" on 2015-16 district student survey questions, "I feel safe in my classroom" and "I feel safe on my campus outside my classroom" by at least 3%.

**Summative Evaluation:** Baseline: 2014-2015 Student Survey Data - I feel safe in my classroom - 79.7% strongly agree, I feel safe on my campus outside my classroom strongly agree - 65%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will hold purposeful conversations about safety (what does it look like or feel like?)with guidance from the school counselor.	Classroom teachers; counselor, Principal, AP	Student survey			
Funding Sources: 199 - General Funds					
2) LWBE will continue to hold No Place for Hate activities.	C2 sponsors	Student survey, campus calendar			
Funding Sources: 199 - General Funds					
3) Faculty will increase safety patrol participation and incentives and expand safety patrol presence around campus.	Administration, 5th grade teachers	Participation numbers, student survey			
Funding Sources: 199 - General Funds					
4) Teachers will develop consistent playground rules among grade levels that share playground time.	Team Leaders	Student survey			
Funding Sources: 199 - General Funds					
5) Faculty will provide more opportunities for students to participate in community service projects and communicate these opportunities effectively to parents.	Principal, AP, Counselor, C Squared sponsors	Frequency of community service projects and documentation of participation level			
Funding Sources: 199 - General Funds					
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					

# Addendums

**111 LAURA WELCH BUSH ELEM**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
**Principal: KRISTINE KLINE**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
54	12.9	9	4	1

Grade	Total	%
EE	3	0.4%
KG	117	14.1%
01	123	14.8%
02	128	15.4%
03	133	16.0%
04	171	20.6%
05	156	18.8%
<b>Campus Total</b>	<b>831</b>	

Economically Disadvantaged		
N	821	98.8%
Y	10	1.2%

Students with Disabilities		
N	778	93.6%
Y	53	6.4%

At Risk Students		
N	616	74.1%
Y	215	25.9%

Ethnicity		
ASIAN	116	14.0%
BLACK	8	1.0%
HISPANIC/LATINO	99	11.9%
AMERICAN INDIAN	3	0.4%
TWO OR MORE RACES (MULTI)	36	4.3%
WHITE	569	68.5%

Gender		
FEMALE	395	47.5%
MALE	436	52.5%

Gifted and Talented		
N	594	71.5%
Y	237	28.5%

English Language Learners		
N	814	98.0%
Y	17	2.0%

Students in Bilingual Program		
N	831	100.0%

Students in ESL program		
N	814	98.0%
Y	17	2.0%

BUSH (111)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Student ownership of learning Data analysis and goal setting	Decrease percentage of students answering disagree or strongly disagree to 8% or less on the EOY district SLB survey as it pertains to SLB 6 (learning goals and progress). Baseline: 2013 - 2014 - 14%	Did not meet goal - 12.2% disagree, 2.5% strongly disagree	Raise awareness and provide additional training to teachers
<b>Eliminating the Achievement Gap</b>	Plan for intervention / challenge	Increase the percentage of Special Education students meeting standard on the 2015 STAAR to 70% or higher. (Baseline: 2013 - 2014 - Reading - 69%, Math - 53% - Science - 42%)	Met goal for reading - 96.3%, met goal for science 71.4%, math data is unavailable	Investigate further the number of sped students in 4th grade. The number seems low.
	Lesson design	Increase the percentage of students meeting standard on 2015 Science STAAR to 90% or higher. (Baseline: 2013-2014 - 84%)	Met goal - 95% on science	Continue to utilize STAAR cards and focus on vocabulary, Greek and Latin roots.
<b>College and Career Readiness</b>	Plan for intervention / challenge Plan for intervention / challenge Lesson design	Increase the percentage of 3rd and 4th grade students meeting Level III Advanced Measures on the 2015 Math STAAR test to 10% annually (Baseline 2013 - 2014: 3rd - 23%, 4th - 37%).	Unable to determine at this time. Data will be available fall of 2015.	
		90% of all students will read at or above grade level as measured by DRA in K-5. (Baseline: K - 97%, 1st grade - 88%, 2nd grade - 82%, 3rd grade - 95%, 4th grade - 90%, 5th grade - 95%)	Met goal in all grade levels except 2nd. K - 95%, 1st - 92%, 2nd - 87%, 3rd - 93%, 4th - 91%, 5th - 97%	Focus on guided reading with specific interventions in phonics for 2nd grade students (upcoming 3rd grade students)
<b>Focus on Whole Student</b>	Supportive learning environment Student ownership of learning	Increase from 3 to 5 school wide activities in C2/No Place for Hate with 4th and 5th graders leaders. (Baseline: 2013 - 2014: 3 activities)	Met goal. We are now a No Place for Hate school. Many activities were done this year to promote the acceptance of differences..	Continue to use and create meaningful activities that promote acceptance of differences.